

MULTIDISCIPLINE PROCEEDINGS OF
**DIGITAL FASHION
CONFERENCE**

KOREA, REPUBLIC OF

Multidiscipline Proceedings of

DIGITAL FASHION CONFERENCE

July 2023 (*Volume 3, No.4*)

Copyright © 2023
By Woongjin Think Big Co., Ltd.
All rights reserved.
Available at digitalfashionsociety.org
Published:
서울 합정역
파주출판도시
ISSN 2466-0744
Seoul
Korea, Republic of

EDITORIAL BOARD

Katharina Sand

*PhD Candidate - Faculty of Communication, Culture and Society, USI -
Università della Svizzera italiana*

Alice Noris

*PhD Candidate - Faculty of Communication, Culture and Society, USI -
Università della Svizzera italiana*

Michela Ornati

*Faculty of Communication, Culture and Society, USI - Università della
Svizzera italiana*

ELSEVIER



SRN
Societal Research Network

Universal
Impact Factor



**CONTEXTUAL LEARNING IS ONE OF THE PRIORITY AREAS FOR THE
TRAINING OF FUTURE ECONOMISTS BASED ON AN INTEGRATIVE
APPROACH**

Xujaniyozova Gullola Satimbayevna
Lecturer at Tashkent Institute of Finance

Abstract: The article shows the role of contextual learning in the professional training of future economists based on an integrative approach.

Keywords: integration, integrative approach, contextual learning, professional activity, educational activity, quasi-professional activity, educational-professional activity, competence.

The main purpose of education is to train competent economists who are fluent in their profession, capable of effective and productive work, ready for professional growth and professional mobility, competitive in the labor market, have responsibility for the results of their professional activities. The problem of the quality of economists' training requires a new approach focused on the integration of professional knowledge and personal self-development.

The modern system of vocational education is aimed at improving the professional training of the future economist on the basis of an integrative approach.

E.E. Makarova, considering the integrative approach in the context of higher professional education, takes into account the peculiarities of the personality itself and defines it as "a set of techniques characterizing the process and the result of the interaction of its structural elements, accompanied by an increase in the systematic knowledge, the complexity of the student's skills, expressed in his theoretical and practical preparedness and contributing to the comprehensive development of personality" [3].

One of the priority directions of the integrative approach is contextual learning.

Contextual learning is one of the forms of active learning, focused on the professional training of students and implemented through the gradual saturation of the educational process with elements of professional activity [1].

The main goal of contextual learning is the formation of a student's holistic, internally motivated professional activity as a future specialist within the framework of the student's educational activity.

A.N. Kartezhnikova notes: "One of the purposes of the contextual approach to learning is to create conditions for the transformation of educational and cognitive activity into professional. The main characteristic of contextual type training, implemented with the help of a system of new and traditional forms and methods of training, is the modeling of both the subject content of future professional activity, providing professional competence of a specialist, and special content, providing the ability to work in a team, to be an organizer of production" [4].

Integrative connections can be realized not only through content, but also through activities. In our opinion, pedagogical theory still pays insufficient attention to the implementation of integrative connections through various types of activities.

The activity-based forms of training organization are integrative classes within the framework of theoretical training (active (problematic) lectures, seminars, educational conferences, educational discussions, round tables, built on an interdisciplinary basis) and practical training (practical classes, educational excursions, business games, master classes, Olympiads, educational projects, consultations, independent work, educational orientation and industrial practice).

In contextual learning, A.A. Verbitsky identifies three basic forms of student activity: academic-type educational activities (actual educational activities) with the leading role of lectures and seminars; quasi-professional activities (business games, etc.); educational and professional activities (industrial practice, real diplomadesign). Quasi-professional activity "models in classroom conditions and in the language of sciences the conditions, content and dynamics of production, the relations of people employed in it, as is the case, for example, in a business game and other game forms of contextual learning" [2].

With the transition from one basic form of activity to another, students will have the opportunity to apply integrative knowledge as a means of carrying out this type of activity, acquire professional experience and have natural access to the profession.

In the process of training, a number of questions arise related to the implementation of types of activities:

1. What type of activity should you focus more on?
2. How to conduct different types of activities together in one session?

The analysis of the above questions indicates a dependence on the choice of effective form, method, means of training in the implementation of types of activities.

In its modern conditions, the professional qualities necessary for successful professional activities cannot be improved only with traditional educational methods. In traditional education, educational methodological materials primarily fulfill the function of providing information and direct the student to reproductive activities.

In contextual teaching, teaching methods are not only methods of knowledge transmission and comprehension, but also a method of getting closer and closer to the process of professional activity, opening up the practical basis of learned knowledge. Therefore, when choosing teaching methods, issues of the purpose and content of teaching, pedagogical conditions, student contingent, directions of their professional training, individual preferences of the teacher and the ability of students to increase cognitive activity, professional training are covered.

We study the research of A.A. Verbitsky, determine the forms, methods, means of carrying out activities (educational activities, quasi-economic activities, educational - professional activities) for the development of basic mathematical training of future economists (Table 1).

Table 1.

Type of activity	Form, method, means of carrying out activities
Educational activities	<i>Form: lectures and practical classes, independent work of the student.</i> <i>Method: methods of scientific research: analysis and synthesis, method of heuristic problems, method of mathematical modeling, use of graphic organizers</i> <i>Tools: subject tasks, computer workshop, tables.</i>
Quasiprofessional activity	<i>Form: integrative lesson; integrative circle, Olympiads, conferences, student's independent work.</i> <i>Method: work in small groups, game technologies, educational discussions. Bloom's taxonomy, project method.</i> <i>Tools: professionally oriented tasks; situational tasks; tables.</i>
Educational - professional activities	<i>Form: term papers and final qualification papers, research work.</i> <i>Method: problem-based learning method, programmed learning method, project method.</i> <i>Tools: professional tasks; mathematical modeling method</i>

The complex of specific technologies of contextual learning can include both well-known forms and methods of teaching - traditional and new, as well as those created by the teacher himself.

The process of transformation of educational activity into professional activity should be monitored and evaluated not only by the teacher, but also by the student himself according to clear and understandable criteria. This is how the student's personal activity is achieved, participation in the formation of himself as a specialist.

References:

1. Verbitsky A. A. Contextual learning in the new educational paradigm // Proceedings of the VII All-Russian Scientific and Practical Conference "Formation of modern educational environment in the conditions of realization of the new generation of standards of secondary vocational education". [Electronic resource]. URL: <http://siv.su/>
2. Verbitsky A. A. Theories and Technologies of Contextual Education. M., 2017. C. 79.
3. Makarova, E.E. Integrative approach to the formation of linguocultural competence of students of humanitarian specialties of higher education: autoref. diss. ... kand. ped. nauk: 13.00.08 / Elena Evgenievna Makarova. - Kirov, 2010. - 24 c.
4. Kartezhnikova A.N. Contextual approach to teaching mathematics as a means of developing professionally significant qualities of future economists-managers: Dissertation for a thesis for the degree of Candidate of Pedagogical Sciences. - Omsk, 2005. - 243 c.